

Korean Adults' Attitudes towards Varieties of English

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Abbreviations

AmE: American English
BrE: British English
EIL: English as an international language
EFL: English as a foreign language
ELF: English as a lingua franca
ELT: English language teaching
ENL: English as a native language
ESL: English as a second language
HoE: Hong Kong English
KoE: Korean-accented English
NS: Native speaker
NNS: Non-native speaker
RP: Received Pronunciation
TaE: Taiwanese-accented English
L2: Foreign or second language
TESOL: Teaching English to speakers of other languages
UK: United Kingdom
USA: United States of America

Abstract

This study investigates 43 Korean adults' attitudes towards native and non-native varieties of English in relation to the perspective of EIL (English as an international language). This study addresses three research questions: 1) do Korean adults prefer certain varieties of English? 2) do Korean adults at least accept non-native varieties of English?, and 3) are Korean adults aware of different varieties of English? In order to examine participants' language attitudes, this study employed both a verbal guise test as an indirect approach and a qualitative questionnaire as a direct approach. For the verbal guise test, six varieties of English were selected to measure participants' perceptions of native and non-native varieties of English based on Kachru's (1985) circles of English use: American and British English in the inner circle, Hong Kong and Indian English in the outer circle, and Korean and Taiwanese-accented English in the expanding circle. The main findings present important insights into Korean adults' perspectives on EIL: 1) they preferred American English as a model for guidance and did not discriminate native and non-native varieties of English, 2) they regarded English as an international language to communicate not only with native speakers but also with non-native speakers of English, and showed positive attitudes to non-native varieties of English, and 3) they were not well aware of varieties of English. This finding implies that English language teaching in Korea should emphasize learners' awareness of varieties of English in order that they can command EIL without difficulty. This study suggests that further comprehensive investigations into changes in Koreans' language attitudes and their needs as L2 learners be made because they should be reflected in English language teaching which has emphasized EFL rather than EIL.

1. Introduction

*“P’illip’in sōnsaengnimdūlūn suōp chunbirūl ch’ōlchōhi hago choūn pundūlisyōtta. Kajang choattōn chōmūn hyōnjiindūlgwa chayōnsūrōpge yōngōro malhalsu innūn nūngnyōki saenggyōttanūn kōsida.”*¹ A Korean middle school student’s impression of English camp in the Philippines, reported in a Korean daily newspaper, *The Maeil Shinmun* (6 February 2007), might be strange to not a few Koreans who think they should learn English with a native speaker (NS) in the inner circle countries.² Many Koreans have been obsessed with a native-like English pronunciation, especially American English. Reports on Korean children’s tongue surgery in 2002 show how frenzied Korean parents try to improve their children’s English pronunciations.³ The EFL context in Korea has been full of American as the English norm and culture (e.g. Choi 2006; Kim 2003; Kwon 2000; Roh 2006). The USA is the country that attracts the highest number of Koreans who seek to learn English in a foreign environment. Chang (2005: 22) indicates “it is almost a stereotype that English means American English” among Koreans. Gibb (1999: 32) states that this strong preference for American English is “influenced by political and/or historical familiarity” greater with the USA than with other English-speaking countries.

However, the situation has been changing. More and more Korean students have been going to the Philippines to learn English. According to statistics of the Immigration Bureau in Korea, the number of Koreans who have gone to the Philippines to study

¹ “Philippine teachers were thorough in preparing classes and kind. The best thing was to get abilities to speak English naturally with Philippines” (my own translation).

² Kachru (1985: 12-17) proposed three-concentric circle model of World Englishes. The inner circle, such as the USA, the UK, Canada, Australia, and New Zealand, contains English as a native language (ENL) speakers and has provided norms for non-native speakers of English. The outer circle, such as India, the Philippines, Singapore, Hong Kong, and Malaysia, consists of English as a second language (ESL) speakers and has developed institutionalized varieties of English. The expanding circle, such as Korea, China, Taiwan, Japan, and Russia, contains English as a foreign language (EFL) speakers and has relied on norms of the inner circle. This model has been criticized by the reason that “the centre-periphery dichotomy” (Erling 2004: 224) reinforces superiority of native speakers from the inner circle and cannot explain increasing bilingual speakers who acquire both a native language and English simultaneously (e.g. Jenkins 2000; McKay 2002; McKenzie 2006). In spite of the criticism, the model is useful as a general taxonomy and will be applied in this study.

³ *The Korea Herald* (16 April 2002) at http://news.naver.com/news/read.php?mode=LSD&office_id=044&article_id=0000029305§ion_id=108&menu_id=108 [Accessed 14 August 2007].

English has rapidly increased in the past five years⁴ (Jang 2006). Southeast Asian countries, not only the Philippines but also Singapore and Malaysia, are pleased with Koreans' coming to learn English.⁵ In addition, Philippine teachers started to teach English in after-school programs in elementary schools in rural areas such as Cheongwon, Jangsu, and Damyang, and even in the second largest city, Busan, in Korea last year.⁶ They are mainly women living with Korean husbands. An increase in international marriages and foreign workers from other countries has been giving more opportunities for Koreans to experience different varieties of English. Furthermore, the Ministry of Education and Human Resources Development announced an English education reform plan, last November, to strengthen training of Korean teachers of English in order that they can teach not only written English but also spoken English without help from NS teachers from 2010 (Kim 2006; Kim, J.-K. 2006). Korea, one of the expanding circle countries, seems to be in the process of shifting from an EFL to an EIL (English as an international language) context.⁷

If the shift is going on, it must be reflected in Koreans' attitudes towards varieties of English. Baker (1992: 9) states that attitudes are "social indicators of changing beliefs." With exposure to EIL, Koreans' stereotypical attitudes, i.e. strong preference for American English, may change into the direction to accepting other native and non-native varieties of English. However, it is hard to find studies to investigate changes in Koreans' attitudes towards varieties of English. Most results of previous studies (Gibb 1997, 1999; Jung 2005; Shim 2002; Yook 2005) conducted in Korea

⁴ In 2005, the first country where Koreans went to learn English was the USA (21,947 persons), followed by Australia (13,685), Canada (12,928), the Philippines (10,077), the UK (8,800), and New Zealand (4,592). The number to the Philippines had increased about three times during the year from 2000 (3,477) to 2005 (10,077).

⁵ 1,961 students from primary school to high school in Korea went to Southeast Asian countries to attend English language training programs during summer vacation in 2006. They outnumbered those to the USA (1,648) and Canada (1,091) (Yang 2006).

⁶ KBS news at <<http://news.kbs.co.kr/news.php?id=1191220&kind=c>> and <<http://news.kbs.co.kr/news.php?id=1321381&kind=c>> [Accessed 8 August 2007].

⁷ In the EFL context, a native-like competence is a goal of English language teaching based on the NS model and culture (e.g. Jenkins 2000; Strevens 1992). Koreans' strong preference for American English can be understood by the Korean EFL context. In contrast, in the EIL context where English is used as a global lingua franca, the NS model and culture need not be internalized by non-native speakers who can assert ownership of English language (e.g. Kachru 1992; McKay 2003; Smith and Nelson 2006). Korean social phenomena such as the increase of students studying English in Southeast Asian countries reflect the EIL perspective that recognizes non-native speaker (NNS) teachers of English. Academics who recognize English is used as a lingua franca for international communication make use of various terms such as EIL, ELF (English as a lingua franca), World Englishes, etc. I will use the term EIL. For further explanations, see Erling 2004, 2005.

confirm Koreans' preference for American English. While one of Shim's (2002) surveys shows changed attitudes of Koreans' accepting non-native varieties of English, it cannot be interpreted as public attitudes because the respondents were TESOL⁸ graduate students who were aware of varieties of English.

In this study, I attempt to discover changes in Koreans' attitudes towards varieties of English. I am primarily concerned with Koreans' attitudes towards native and non-native varieties of English in relation to the EIL perspective. In the era of EIL, English is needed to communicate not only with native speakers but also with non-native speakers of English for a variety of purposes. Considering rapid increase of non-native speakers who outnumber native speakers, awareness of non-native varieties of English cannot be neglected if one is to command EIL successfully (e.g. Fraser 2006; Jenkins 2000; Kachru 1992; McKay 2003; Stevens 1992). To investigate Koreans' attitudes towards native and non-native varieties of English is imperative to get the picture of how Koreans perceive EIL and what they need as L2 learners.

After looking at English education in the Korean context and previous studies (section 2), I examine Koreans' attitudes towards native and non-native varieties of English by conducting both a verbal guise test and a qualitative questionnaire on 43 Korean adults with the following research questions: 1) do Korean adults prefer certain varieties of English? 2) do Korean adults at least accept non-native varieties of English?, and 3) are Korean adults aware of different varieties of English? (section 3). The results show changed attitudes of Koreans who do not discriminate native and non-native varieties of English (section 4). Discussions on research questions (section 5) place emphasis on conclusions and suggestions for future studies (section 6).

⁸ Teaching English to speakers of other languages.

2. Background

2.1 English education in the Korean context

English has become the most powerful foreign language in Korea since EFL education began in 1883. A capacity for English is needed to enter a good school, to get a better job, and to be promoted to a higher position in the workplace although English is rarely used in daily life. Chang (2005: 2) states that “Koreans have to learn English from their elementary school years and continue for the rest of their lives if they want to have a better life, such as better economic status, more prestigious jobs, or higher educational opportunities.” English in Korea, as Shim (1994: 238) points out, is not only “a symbol of education” but also “a symbol of success and fortune.”

Choi (2006:3) indicates that English education has been “highly interlinked to the political and economical conditions of Korea.” Choi (2006: 5) defines six major periods in English education in terms of the impact of politico-economic conditions of Korea:

- the end of Joseon Dynasty (1883 ~ 1910): the beginning and expansion of English education
- the Japanese colonial time (1910 ~ 1945): the declination, revival, and oppression of English education
- after liberation from Japan till 1955 including the U.S. military government (1945 ~ 1955): the reestablishment of English education
- from the First Republic to the military rule (Supreme Council for National Reconstruction) (1955 ~ 1963): the development of English education (the First National Curriculum in 1955)
- from the Third to the Fifth Republic (1963 ~ 1992): the stabilization and stagnation of English education (the Second (1963), the Third (1973, 1974), the Fourth (1981), the Fifth (1987, 1988) National Curriculum)
- from the Citizens' Government till the Participatory Government (1992 ~ the present): the reform of English education (the Sixth (1992) and the Seventh (1997) National Curriculum).

The beginning of English education was influenced by the “modernization and enlightenment movement” initiated by King Kojong and government officials, and by the “propagandism of Christianity” of American missionaries (Choi 2006: 6). The first official English teachers were T. E. Halifax (a British telegraph technician) and two Chinese who had attended universities in the USA. Most students who had already learned Chinese characters in order to be government officials learned English at the first government English school, Tongmunhak, obeying the order of King Kojong who needed official interpreters for diplomatic relations and trade with foreign countries (Moon 1976 cited in Kwon 2000).

The Japanese colonial time (1910 ~ 1945) was a dark period of English education. The Japanese colonial government suppressed English education. Although there was a period of revival of English education (1922 ~ 1938) as a cultural policy to redirect Koreans’ energies from the independence movement, it was replaced by the Japanese-only policy. Japanese became more prestigious than English (Choi 2006). During the time, the Grammar-Translation Method and the Japanese terminology for grammar in English education were used (Kwon 2000).

After liberation from Japan in 1945, the USA military administration influenced Korean society and reestablished English education. In 1946, the middle school English curriculum, which was the first step to teach English systematically, was published. It encouraged students to gain knowledge of English rather than to use English practically (Choi 2006). Daniel Jones’ *The Pronouncing Dictionary* was adopted and British English rather than American English was the standard of pronunciation because Americanism was avoided (Moon 2005). However, after the Korean War (1950), the First Republic which was mostly dependent on the USA government published the First National Curriculum adopting American English as the standard in 1955 (Choi 2006). The prevalence of American influence on Korean society and English education has not diminished until now.

Kwon (2000: 51) states that there were “innovative even revolutionary” changes in English education in the 1990s. The English language began to be taught as a regular subject from 3rd grade in elementary school in order to improve students’ communicative competence in 1997. One of the efforts to improve students’

communicative competence was the introduction of EPIK (English Program in Korea) to import and assign native speaker (NS) teachers to elementary and secondary schools. 660 NS teachers were employed from the USA, the UK, Canada, Australia, New Zealand, and South Africa in 1996 (Kwon 2000). Although there have been NS teachers of English since the beginning of English education in Korea, it was the first trial for the Korean government to hire a large number of NS teachers. NS teachers have been mainly recruited from the inner circle countries ever since. In April 2007, about 90% out of 2,924 NS teachers working in elementary and secondary schools in Korea were American, Canadian, and Australian.⁹

The Seventh National Curriculum (1997) manifested its characteristics as “developing cultural understanding and positive attitudes towards other cultures, thereby fostering international awareness, cooperative attitudes and knowledge as world citizens.” Furthermore, its objectives were defined as “forming a basis for developing our own culture and introducing it to other countries through a proper understanding of foreign cultures” (Kim 2003: 103). These statements show the perspective of EIL: that English is not simply one of many foreign languages but an international language for global cross-cultural communication. Nevertheless, as Kim (2003: 105) points out, “it has been the traditional practice in Korea’s English education to focus on American culture” although a specific model of culture is not indicated in the Curriculum.

Last November, the Ministry of Education and Human Resources Development announced English education reform plans to improve students’ practical English abilities. The main plan is to increase the number of qualified Korean teachers of English who can teach not only written English but also spoken English. The Ministry aims at the training of pre-service and in-service Korean teachers of English so that they can teach English without the help of NS teachers from 2010. Before achieving this goal, it plans to import not only NS teachers but also NNS teachers such as Korean bilinguals abroad, Philippines, Indians, etc. in order to assign them to secondary schools (Kim 2006; Kim, J.-K. 2006).

In short, the Korean EFL context since 1883 has been slowly moving towards the EIL

⁹ Personal communication with an official in the Ministry of Education and Human Resources Development on 6 August 2007.

context in which Korean culture and teachers of English can play an important role in English education although it has not been fully realized.

2.2 Previous studies

There are not many studies to investigate Koreans' attitudes towards varieties of English in the Korean context described above. Only four researchers' (Gibb 1997, 1999; Jung 2005; Shim 2002; Yook 2005) studies are available at present. Yook (2005:7) indicated that "studies on Koreans' attitudes toward varieties of English are rare." Yook (2005) referred to Gibb's (1997, 1999) studies while other three researchers (Gibb 1997, 1999; Jung 2005; Shim 2002) did not mention related studies conducted in Korea.

These studies mainly examined Koreans' attitudes towards native varieties of English. Jung (2005) considered two major native varieties, American and British English. Gibb (1997, 1999) looked at three native varieties, American, British, and Australian English, although he additionally gave respondents options such as 'other(s)' and 'no preference' in questionnaires. Yook (2005) investigated five varieties, African American Vernacular, European American, Australian, British, and Korean-accented English. Shim (2002) used five varieties, American, Australian, Canadian, Pakistani, and Korean-accented English. Even though the non-native variety such as Pakistani and Korean-accented English was examined in two studies (Shim 2002; Yook 2005), native varieties were the main focus of these studies.

The research instruments in Gibb's (1997, 1999) consecutive studies and Shim's (2002) two surveys were mainly questionnaires. Gibb (1997, 1999) used questionnaires containing closed and open-ended questions. For example, a closed question, 'The British accent is harder to learn than the American or Australian accent,' was presented with a five-point Likert scale of 1 (disagree very much) to 5 (agree very much) points. One of the open-ended questions was 'Which accent do you want to learn? a) American b) British c) Australian d) Other(s)___ e) NP.' Shim (2002) conducted two surveys with the same questions such as 'Is there a need to understand the non-native varieties of English?' in 1997 and 1998 separately. These

questionnaires have limitations “since they allowed respondents to disguise their true feelings, either to project a different self-image and/or to give responses they thought the interviewer might most approve of” (Preston 2002: 41).

Hence, Jung (2005), Yook (2005), and one survey of Shim (2002) employed a verbal guise technique. It is a modified version of matched guise technique. The matched guise technique developed by Lambert et al. (1960) is “a rigorous and elegant method for eliciting apparently private attitudes” of respondents who evaluate different language varieties, such as English and French, without noticing that voices were recorded by the same bilingual speaker (Giles and Billings 2005: 190). The verbal guise is used “out of necessity, since it is not always possible to find a single person who can completely produce the varieties required for the study” (Garrett et al. 2003: 53). Yook’s (2005) study, for instance, employed the verbal guise rather than the matched guise by using five different speakers for the five different accents of English. As Alford and Strother (1990: 486) indicate, the verbal guise is good to overcome “a feigned accent” of the matched guise. To elicit respondents’ evaluations of different speakers, Jung (2005) and Yook (2005) used a semantic differential scale which was refined by Osgood (1964). Jung (2005: 245) employed bi-polar semantic differential scales for nine pairs of adjectives such as “stigmatized vs. prestigious.” Yook (2005: 13) used eleven personality traits such as “confident, gentle, good-looking,” etc. It should be noted that the verbal guise technique has also drawbacks. As Berk-Seligson (1984: 417) points out, it is not easy to control “paralinguistic differences” of speakers such as voice quality, speech style, etc.

Edwards (1982: 20) states “the most useful assessment of language attitudes would be one based upon some eclectic approach” because each research instrument has merits and demerits. So Gibb (1997, 1999) and Shim (2002) added a follow-up interview, and Jung (2005) and Yook (2005) additionally used a qualitative questionnaire to elicit subject’s detailed responses.

Most subjects of the previous studies were Korean university students. Even though Gibb (1999) investigated Korean university students’ attitudes towards varieties of English, he compared them with attitudes of professionals studying at a language institute. There was no difference between these two groups. Jung (2005) compared

attitudes of pre-university students with those of university students but did not find a difference.

The overwhelming result of previous studies has been strong preference for American English. According to Gibb's (1999) study, Korean university students and professionals preferred to learn American English. Gibb (1999: 39) analyzed this attitude by Koreans' familiarity with American culture and "perception of America as an economic power, with its advanced technology and facilities for education." Jung's (2005) study showed that Korean pre-university and university students favored American English predominantly over British English as the target and that this preference was correlated with familiarity.

Shim's (2002) verbal guise study in 1995 also presented Korean university students' overwhelming preference for American English. In this survey, all students wanted to learn American English and correctly identified a female American's accent. However, they did not regard Pakistani and Korean-accented English as good models because of "bad accent" (Shim 2002: 148). In addition, some students answered that they did not need to understand Indian, Singaporean, or Filipino English and that they could not distinguish these varieties. The result of her survey in 1997 was not different. In contrast, her survey in 1998 showed quite different results: 23 of 27 respondents thought 'internationally acceptable English' should be used as the teaching model; all responded they need to understand non-native varieties of English. Even though Shim (2002) presented the results as evidence of changes in Koreans' attitudes towards varieties of English, it is difficult to treat them as public attitudes because the respondents were TESOL graduate students who were already aware of varieties of English.

According to Yook's (2005) study, Korean university students evaluated British English more favorably than American English at least on status/competence-related traits in the verbal guise test. But she presented the speakers' verbal guises in the same order so there was a possibility of order effect on the results although she mentioned the order effect was not significant. In her study, students changed their evaluation of an American English speaker to a more positive one as a friend, teacher, and a Standard English user rather than a British English speaker after getting information

on ethnicity. They also responded that Koreans should learn and teach American English. Yook (2005: 33-34) concluded “it seems that, at least for the Korean students of this study, there are two “respected” varieties of English: British English as “the” English and AE¹⁰ as an international language which is essential in the age of globalization.” She suggested that there exists a further need to investigate this dichotomy of Koreans’ attitudes.

To sum up, the previous studies mainly examined Korean university students’ attitudes towards native varieties of English by using questionnaires and the verbal guise technique. These studies did not fully investigate attitudes and perspectives of Koreans towards varieties of English. First, the studies did not give enough attention to Koreans’ attitudes towards non-native varieties of English. While discussions of non-native varieties of English in relation to the EIL perspective have been flourishing among academics (e.g. Jenkins 2000; Kachru 1992; McKay 2002), there is not much information on how Koreans look at EIL and perceive non-native varieties of English. Second, it is not enough to investigate language attitudes of Korean university students without considering ordinary Korean adults. In general, educated Korean adults have more experience of studying English in order to enter a good university and to get a better job. Furthermore, “most Korean parents are enthusiastic about providing a good English education for their children,” as Chang (2005: 2) indicates. Their language attitudes can influence their children’s attitudes as well. It is necessary to investigate Korean adults’ language attitudes to find out Koreans’ attitudes towards varieties of English comprehensively.

With an attempt to overcome the limitations of previous studies, this study focuses on Korean adults’ attitudes towards native and non-native varieties of English in relation to the EIL perspective. The research method employed for this purpose will be described below.

¹⁰ American English.

3. Method

3.1 Participants

45 Korean adults living in Daegu, the third largest city in Korea, participated in this study. They were educated office workers in a medium-sized newspaper company for which I had worked. With the permission of the president of the company, the survey was conducted in June 2007. It was difficult to collect all participants at once so two to four available participants attended the survey separately in the same meeting room. The number of participants totaled 45. They were paid for their participation. But 2 of 45 participants did not state their background information so they were excluded from data analysis. A total of 43 participants (29 men, 14 women)¹¹ could be considered educated middle-class Korean adults who work in an office after graduating from university. Their age ranged from 27 to 47 years and averaged 35.9 years. 4 (9.3%) participants were in their twenties, 27 (62.8%) in their thirties, and 12 (27.9%) in their forties. They had learned English for 10.6 years on average. They rated their English proficiency as beginning (21 participants, 48.8%), intermediate (20, 46.5%), and advanced (2, 4.7%).

17 (39.5%) of the 43 participants had never been to English-speaking countries, while 26 (60.5%) had been to those countries. Among 26 participants who had been to English-speaking countries, 14 (53.8%) had stayed there for less than one month, 4 (15.4%) for two to four months, and 8 (30.8%) for 6 months to one year. English-speaking countries where the participants had spent time were the USA (36.1%), Australia (19.4%), Canada (13.9%), New Zealand (11.1%), the UK (8.3%), the Philippines (8.3%), and Singapore (2.8%). 37 (86.0%) of the 43 participants had experiences of speaking English to foreigners, whereas 6 (14.0%) did not. The nationalities of foreigners to whom 37 participants had spoken were American (22.5%), British (8.6%), Japanese (8.6%), Canadian (7.9%), Australian (7.3%), Philippine (4.0%), Singaporean (4.0%), French (4.0%) and so on. These foreigners can be grouped into native speakers of English (49.7%) and non-native speakers of

¹¹ Gender balance of participants was not considered because this study was not focused on gender differences in language attitudes.

English (50.3%).

3.2 Materials

This study addresses the following research questions: 1) do Korean adults prefer certain varieties of English? 2) do Korean adults at least accept non-native varieties of English?, and 3) are Korean adults aware of different varieties of English? To answer them, I adopted both a verbal guise technique and a qualitative questionnaire. The verbal guise technique as an “indirect approach” (Garrett, Coupland and Williams 2003: 16) was employed to measure how participants perceive different accents of native and non-native varieties of English. The qualitative questionnaire as a “direct approach” (Garrett, Coupland and Williams 2003: 16) was to ask participants how they consider native and non-native varieties/models of English, and English language learning. These indirect and direct measures of language attitudes were to be analyzed separately and then compared with each other so as to understand participants’ perspectives on varieties of English.

Part A of the questionnaire was constructed for the verbal guise test. Six varieties of English were selected to investigate participants’ attitudes towards native and non-native varieties of English based on Kachru’s (1985, 1992b) circles of English use: American English (AmE) and British English (BrE) in the inner circle, Hong Kong English (HoE) and Indian English (InE) in the outer circle, and Korean-accented English (KoE) and Taiwanese-accented English (TaE) in the expanding circle.

The text for recording of the verbal guise was chosen from those used in previous studies. The selected text, as shown in Table 3.1 below, had been used for a study by Bayard et al. (2001) in New Zealand, Australia, and the USA¹². The text, containing a 97-word passage as a form of letter to parents, had been designed to distinguish typical phonological features of accents such as Standard North American

¹² The text had also been used in various countries such as the UK, Germany, Japan, China, etc. for a project ‘Evaluation English accents worldwide’ by Bayard et al. to investigate attitudes towards four standard accents of English such as North American, RP-type English, Australian, and New Zealand English. The project is available at <http://www.otago.ac.nz/anthropology/Linguistic/Results/Results.html> [Accessed 28 July 2007].

(postvocalic /-r/, intervocalic /-t-/ flapping, etc.) and RP-type English English (final /-t-/ glottalization, /ou/ centralization, etc.) (Bayard et al. 2001: 26-30).

Table 3.1 Text of reading passage

<p>Dear mum and dad, Hi! How are you? Well, here I am in the big city. Although the weather is nice at the moment, the forecast is for hail, but that should soon clear. I bought a new coat yesterday because they say it gets really cold. I have to stay at aunty deb's house for now, but I'm hoping to get a flat soon. The trip up was great, even though it took ten hours. Well, I must go. You know how rarely I write, but I will try to do better this year. Love Clare / Clark</p>
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Using this text, thirteen male speakers from the UK, the USA, Hong Kong, India, Korea, and Taiwan recorded their voices on the same MP3 player. They were students from 25 to 36 years of age at the University of Edinburgh. To exclude other variables (e.g. voice quality) except accent, recordings of similar voice quality, speech rate, background noise, etc. were chosen. The selected speakers are detailed in Table 3.2 below. Their age range (26-33) was narrow and averaged 28.7 years. The reading speed, ranging from 24 seconds (BrE) to 31 seconds (TaE) without hesitation, was similar and its average was 26.8 seconds. The quality of the recording was uniformly good. The selection was double-checked by a second evaluator (my supervisor). These speech samples were also checked by more than two native speakers of each variety of English and evaluated to be the typical accent that its native speakers can be aware of. AmE and BrE were recognized as typical speakers of standard American and English English pronunciations respectively. Four non-native accents (HoE, InE, KoE, and TaE) were regarded as those of fluent speakers of English with non-native pronunciations. They were considered suitable accents to measure participants' perceptions of the non-native speaker (NNS) model of English indirectly.

Table 3.2 Background information of selected speakers

Speaker	Age	Nationality	Hometown	Program at Edinburgh University
AmE	28	American	Rock Springs, Wyoming	MBA
BrE	28	British	Hemel Hempstead, Hertfordshire, England	MBA
HoE	26	Hong Kong Chinese	Hong Kong	Linguistics and English Language
InE	33	Indian	Bombay	MBA
KoE	29	Korean	Seoul	Fire Safety Engineering
TaE	28	Taiwanese	Taipei	Language Teaching

In order to construct a semantic differential scale for the verbal guise test, two Koreans in Edinburgh were asked to describe their impressions of each accent with appropriate adjectives. Their descriptions corresponded to personality traits that had been used in previous verbal guise studies (e.g. Bayard et al 2001; Chiba et al 1995; Jung 2005; Mckenzie 2006; Yook 2005; Zahn and Hopper 1985). The “stereotypical traits” (Giles and Billings 2005: 188) for measuring Koreans’ language attitudes towards six accents were obtained: intelligent, confident, fluent, clear, pleasant, familiar, gentle, trustworthy, and friendly. They were randomly arranged with their opposite adjectives and the positions of positive and negative adjectives in a bi-polar rating scale were balanced. These adjectives were translated into Korean and checked by two Koreans in Daegu, Korea. According to their feedback, some translations were slightly changed to be understood without confusion. The final seven-point semantic differential scale in English and Korean is given in Table 3.3 below.

Table 3.3 The semantic differential scale for the verbal guise test

intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)
not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)

In addition, an item ‘good model of English’ was added to the end of nine traits in order to investigate how participants perceive each accent as a model of English. The last question of guessing the speaker’s nationality was presented at the end of evaluation of each accent. A list of six possible options (Hong Kong, India, Korea, Taiwan, the UK, and the USA) was given in the evaluation sheet on the assumption

that participants would not be well aware of varieties of English (See Appendix).

Part B of the questionnaire contained eight questions for qualitative analyses of attitudes to the goal of learning English, the native speaker (NS) model, and the non-native speaker (NNS) model. Each question was presented as a statement with a seven-point Likert scale (Table 3.4).

Table 3.4 Statements with a seven-point Likert scale

	Statement
The goal of learning English	1. English is important to enter a good school and to get a better job. 2. It is important to learn English as an international language. 3. English is needed to communicate with native speakers of English. 4. English is needed to communicate with non-native speakers of English.
Attitudes to the NS model	5. It is important to have a native-like pronunciation. 6. English should be learned from native speakers of English.
Attitudes to the NNS model	7. Korean teachers of English can effectively teach not only grammar but also speaking English. 8. I am (or my children are) interested in studying English in Asian countries such as the Philippines, Singapore, and India.

Part C of the questionnaire consisted of two multiple-choice questions: 1) which variety of English do you want to learn and use? and 2) to which country do you think Korea is most connected? For the first question, participants were asked to indicate three varieties of English in order of preference. This direct question was to compare with their responses on the item ‘good model of English’ in Part A. Additionally, participants were asked to state their experiences of staying in English-speaking countries and speaking English with foreigners as well as their background information such as age, sex, English proficiency, length of time spent studying English, etc.

The final questionnaire written in both English and Korean was piloted by two native Koreans before the survey.

3.3 Procedure

All three parts of the questionnaire were presented to the participants at once. For the verbal guise test (Part A of the questionnaire), participants were given instructions on

how to complete the evaluation sheet and were told the importance of evaluating six accents as they perceive them because there is not a right or wrong answer. The purpose of the verbal guise test was given right after the survey, since this information might influence participants' responses. This kind of "deceptive" (Garrett, Coupland and Williams 2003: 16) technique was understood by the participants.

They listened to six accents through the same laptop computer by one of six different orders of accents. Before the test, six accents had been randomly arranged by the order of InE, KoE, BrE, HoE, AmE, and TaE. This order was presented differently to each group (two to four persons) that participated in the survey respectively. For example, the first group heard InE first and then KoE, BrE, HoE, AmE, and TaE; the second group heard KoE first and then BrE, HoE, AmE, TaE, and InE; the third group heard BrE first and then HoE, AmE, TaE, InE, and KoE; likewise, the fourth group heard HoE first, the fifth group heard AmE first, and the sixth group heard TaE first.¹³ The total number of participants who listened to each accent first was similar: 8 (InE), 6 (KoE), 7 (BrE), 8 (HoE), 7 (AmE), and 7 (TaE). After finishing evaluation of one accent and guessing where the speaker was from, participants listened to another accent.

After the verbal guise test, participants were given instructions on how to complete Part B and C of the questionnaire. Participants were permitted to ask questions if they did not understand instructions in the questionnaire. It took about 25 minutes to finish the survey.

3.4 Data analysis

For the data analysis, participants' positive and negative evaluations on the nine personality traits in the verbal guise test were arranged by the same criteria: 1 is the most unfavorable evaluation, while 7 is the most favorable evaluation. The total number of participants in the whole questionnaire was 43; However, 4 participants did not indicate three varieties of English in order of preference for Question 1 in Part C of the questionnaire so the total number of participants in this part was exceptionally

¹³ The order effects found in the verbal guise test will be detailed in section 4.1.1.

The data were analyzed by using SPSS (version 14.0). Previous studies (Bayard et al. 2001; Chiba, Matsuura and Yamamoto 1995; Jung 2005; Mckenzie 2006; Yook 2005) and books on statistics (Field 2005; Ryu 2006) were consulted for data analysis. Descriptive statistics were conducted in terms of frequencies in order to calculate mean ratings, standard deviations, percentages, etc. A one-way repeated-measures analysis of variance (ANOVA) was run to compare several means such as participants' overall evaluations of six accents of English. A paired-samples *t*-test was conducted to compare two means such as participants' evaluations of native and non-native accents of English. Multivariate analysis of variance (MANOVA) was run to determine order effects on the participants' evaluations of the six accents in the verbal guise test.

4. Results

4.1 Part A: The verbal guise test

4.1.1 Participants' evaluation of six speakers on personality traits and as models of English

At first, descriptive statistics conducted in terms of frequencies show the result of mean ratings and standard deviations of six speakers on nine traits, as given in Table 4.1 below.

Table 4.1 Mean ratings (and standard deviations) of six speakers on nine traits (N=43)

Speaker	Trait								
	intelligent	pleasant	confident	fluent	gentle	familiar	clear	friendly	trustworthy
AmE	4.44 (1.58)	3.02 (1.42)	4.33 (1.67)	4.72 (1.79)	4.30 (1.71)	4.95 (1.43)	4.16 (1.73)	3.77 (1.59)	4.49 (1.62)
BrE	4.33 (1.61)	3.26 (1.27)	4.28 (1.33)	5.23 (1.51)	4.88 (1.40)	4.40 (1.61)	3.77 (1.66)	4.12 (1.53)	4.33 (1.25)
HoE	4.77 (1.38)	4.72 (1.50)	4.95 (1.40)	4.56 (1.55)	3.88 (1.50)	4.35 (1.48)	4.98 (1.24)	4.12 (1.47)	4.72 (1.32)
InE	2.74 (1.03)	4.21 (1.46)	4.77 (1.81)	3.42 (1.65)	2.23 (1.13)	3.14 (1.60)	3.67 (1.58)	3.07 (1.44)	3.81 (1.47)
KoE	4.65 (1.53)	3.37 (1.36)	4.33 (1.57)	4.21 (1.68)	4.05 (1.54)	4.84 (1.62)	4.56 (1.55)	4.16 (1.59)	4.74 (1.51)
TaE	4.40 (1.38)	3.79 (1.39)	4.56 (1.53)	3.86 (1.44)	4.09 (1.53)	4.53 (1.58)	4.30 (1.46)	4.33 (1.44)	4.44 (1.33)

(score 7.00=the most favorable evaluation)

To look at whether statistically significant differences existed in participants' evaluations of six speakers, the mean ratings of all nine traits of the individual speakers were calculated and a one-way repeated-measures ANOVA was conducted. Table 4.2 below shows the mean ratings and standard deviations of all nine traits for six speakers. Mauchly's test showed that the assumption of sphericity was not violated ($\chi^2(14) = 18.27, p > .05$). The main result of ANOVA (Table 4.3) indicates that there were significant differences between the speakers, $F(5, 210) = 8.93, p < .001$.

Table 4.2 Mean ratings of all nine traits

	Mean	Std. Deviation	N
AmE	4.2429	.86857	43
BrE	4.2868	.89457	43
HoE	4.5607	.85620	43
InE	3.4522	.69066	43
KoE	4.3230	.81715	43
TaE	4.2558	.63205	43

Table 4.3 Tests of within-subjects effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
speaker	Sphericity Assumed	30.785	5	6.157	8.929	.000
	Greenhouse-Geisser	30.785	4.165	7.392	8.929	.000
	Huynh-Feldt	30.785	4.680	6.578	8.929	.000
	Lower-bound	30.785	1.000	30.785	8.929	.005
Error(speaker)	Sphericity Assumed	144.800	210	.690		
	Greenhouse-Geisser	144.800	174.913	.828		
	Huynh-Feldt	144.800	196.569	.737		
	Lower-bound	144.800	42.000	3.448		

To find which differences lay between the speakers, a *post hoc* test was run. Pairwise comparisons (Table 4.4) state that there were significant differences between InE and the other five (AmE, BrE, HoE, KoE, and TaE) speakers. However, there was no significant difference between AmE, BrE, HoE, KoE, and TaE. In other words, participants evaluated InE more negatively than other speakers but they did not differentiate AmE, BrE, HoE, KoE, and TaE. This result violated an assumption that participants would evaluate AmE more favorably, since Koreans' strong preference for American English has been reported in the literature (e.g. Choi 2006; Kim 2003; Kwon 2000; Roh 2006).

Table 4.4 *Post hoc* test: Pairwise comparisons for personality traits

(I) speaker	(J) speaker	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
AmE	BrE	-.044	.167	1.000	-.565	.477
	HoE	-.318	.219	1.000	-1.001	.365
	InE	.791(*)	.186	.002	.212	1.369
	KoE	-.080	.193	1.000	-.679	.519
	TaE	-.013	.170	1.000	-.542	.516
BrE	AmE	.044	.167	1.000	-.477	.565
	HoE	-.274	.208	1.000	-.921	.373
	InE	.835(*)	.197	.002	.223	1.446
	KoE	-.036	.173	1.000	-.576	.503
	TaE	.031	.167	1.000	-.488	.550
HoE	AmE	.318	.219	1.000	-.365	1.001
	BrE	.274	.208	1.000	-.373	.921
	InE	1.109(*)	.155	.000	.627	1.590
	KoE	.238	.196	1.000	-.374	.849
	TaE	.305	.161	.968	-.195	.805
InE	AmE	-.791(*)	.186	.002	-1.369	-.212
	BrE	-.835(*)	.197	.002	-1.446	-.223
	HoE	-1.109(*)	.155	.000	-1.590	-.627
	KoE	-.871(*)	.172	.000	-1.407	-.335
	TaE	-.804(*)	.146	.000	-1.259	-.348
KoE	AmE	.080	.193	1.000	-.519	.679
	BrE	.036	.173	1.000	-.503	.576
	HoE	-.238	.196	1.000	-.849	.374
	InE	.871(*)	.172	.000	.335	1.407
	TaE	.067	.159	1.000	-.428	.562
TaE	AmE	.013	.170	1.000	-.516	.542
	BrE	-.031	.167	1.000	-.550	.488
	HoE	-.305	.161	.968	-.805	.195
	InE	.804(*)	.146	.000	.348	1.259
	KoE	-.067	.159	1.000	-.562	.428

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a Adjustment for multiple comparisons: Bonferroni.

To compare participants' evaluations of native (AmE and BrE) and non-native (HoE, InE, KoE, and TaE) speakers, a paired-samples *t*-test was conducted. The result showed that there was no significant difference in evaluations of native ($M = 4.26$, $SE = .11$) and non-native ($M = 4.15$, $SE = .05$, $t(42) = .85$, $p = .398$) speakers.

Then, how did the participants evaluate the six speakers on the item 'good model of

English' which was given at the end of nine traits in the questionnaire? A one-way repeated-measures ANOVA was conducted to compare their evaluations of six speakers as models of English. The mean ratings and standard deviations of six speakers as models of English are presented in Table 4.5 below. Mauchly's test indicated that the assumption of sphericity was met ($\chi^2(14) = 22.29, p > .05$). The result of ANOVA showed a significant difference between the speakers, $F(5, 210) = 7.55, p < .001$.

Table 4.5 Mean ratings of six speakers as models of English¹⁴

	Mean	Std. Deviation	N
AmE	3.30	1.884	43
BrE	4.02	1.933	43
HoE	3.70	1.505	43
InE	2.12	.981	43
KoE	3.72	1.709	43
TaE	3.40	1.433	43

A *post hoc* (Table 4.6) test manifests a significant difference between InE and the other five (AmE, BrE, HoE, KoE, and TaE) speakers. However, there was not any significant difference between AmE, BrE, HoE, KoE, and TaE. This result is consistent with that of personality traits described above.

¹⁴ I will discuss this in the discussion section.

Table 4.6 *Post hoc test*: Pairwise comparisons for a model of English

(I) speaker	(J) speaker	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
					Lower Bound	Upper Bound
AmE	BrE	-.721	.419	1.000	-2.024	.582
	HoE	-.395	.380	1.000	-1.577	.786
	InE	1.186(*)	.300	.004	.252	2.120
	KoE	-.419	.390	1.000	-1.632	.795
	TaE	-.093	.350	1.000	-1.183	.997
BrE	AmE	.721	.419	1.000	-.582	2.024
	HoE	.326	.392	1.000	-.894	1.545
	InE	1.907(*)	.326	.000	.893	2.921
	KoE	.302	.395	1.000	-.926	1.530
	TaE	.628	.354	1.000	-.473	1.729
HoE	AmE	.395	.380	1.000	-.786	1.577
	BrE	-.326	.392	1.000	-1.545	.894
	InE	1.581(*)	.267	.000	.751	2.412
	KoE	-.023	.351	1.000	-1.117	1.070
	TaE	.302	.340	1.000	-.757	1.361
InE	AmE	-1.186(*)	.300	.004	-2.120	-.252
	BrE	-1.907(*)	.326	.000	-2.921	-.893
	HoE	-1.581(*)	.267	.000	-2.412	-.751
	KoE	-1.605(*)	.303	.000	-2.549	-.660
	TaE	-1.279(*)	.243	.000	-2.035	-.523
KoE	AmE	.419	.390	1.000	-.795	1.632
	BrE	-.302	.395	1.000	-1.530	.926
	HoE	.023	.351	1.000	-1.070	1.117
	InE	1.605(*)	.303	.000	.660	2.549
	TaE	.326	.301	1.000	-.611	1.262
TaE	AmE	.093	.350	1.000	-.997	1.183
	BrE	-.628	.354	1.000	-1.729	.473
	HoE	-.302	.340	1.000	-1.361	.757
	InE	1.279(*)	.243	.000	.523	2.035
	KoE	-.326	.301	1.000	-1.262	.611

Based on estimated marginal means

* The mean difference is significant at the .05 level.

a Adjustment for multiple comparisons: Bonferroni.

A paired-samples *t*-test was run to check how participants perceive native (AmE and BrE) and non-native (HoE, InE, KoE, and TaE) speakers as models of English. The result indicated that there was no statistical difference in evaluations of native ($M = 3.66$, $SE = .20$) and non-native ($M = 3.23$, $SE = .11$, $t(42) = 1.87$, $p = .068$) speakers as models.

Finally, MANOVA was conducted to examine whether the order of speakers affected

participants' evaluations of six speakers on all nine personality traits. Table 4.7 shows the six orders of speakers with the number of participants.

Table 4.7 The number of participants in the six orders of speakers (N=43)

	Order of speakers					
	abcdef	bcdefa	cdefab	defabc	efabcd	fabcde
Participants	8	6	7	8	7	7

(a=InE, b=KoE, c=BrE, d=HoE, e=AmE, f=TaE)

As the result, Box's test of equality of covariance matrices indicated the assumption of homogeneity is met ($p > .05$). Multivariate tests stated that the order of speakers affected participants' evaluations: Pillai's trace ($p = .016$), Wilks' lambda ($p = .006$), Hotelling's trace ($p = .002$), and Roy's largest root ($p = .000$).

To find out the difference of order effects on participants' evaluations of six speakers, univariate tests were conducted. Levene's test of equality of error variances for six speakers was not significant so the assumption of homogeneity of variance was not violated. Tests of between-subjects effects indicated that there were significant differences in the evaluation of BrE ($p = .013$), KoE ($p = .002$), and TaE ($p = .043$) due to the different order of speakers.

A *post hoc* test on the order effect was conducted to confirm the differences. Gabriel's procedure was used because the number of participants in each order of speakers was slightly different. Multiple comparisons showed that there were order effects in the evaluations of BrE and KoE. But multiple comparisons indicated there was no significant order effect on TaE. It is interesting to find that participants evaluated BrE and KoE more negatively when they listened to them first in the order of six speakers. Table 4.8 and 4.9 present the results of order effect on BrE and KoE.

Table 4.8 *Post hoc* test: Multiple comparisons for order effects on BrE

Gabriel

Dependent Variable	(I) order	(J) order	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
BrE	abcdef	bcdefa	-.4444	.42619	.992	-1.7683	.8794
		cdefab	.9683	.40843	.275	-.3030	2.2395
		defabc	-.4861	.39458	.967	-1.7150	.7427
		efabcd	-.0317	.40843	1.000	-1.3030	1.2395
		fabcde	-.3968	.40843	.996	-1.6681	.8744
	bcdefa	abcdef	.4444	.42619	.992	-.8794	1.7683
		cdefab	1.4127(*)	.43905	.038	.0464	2.7790
		defabc	-.0417	.42619	1.000	-1.3656	1.2822
		efabcd	.4127	.43905	.997	-.9536	1.7790
		fabcde	.0476	.43905	1.000	-1.3187	1.4139
	cdefab	abcdef	-.9683	.40843	.275	-2.2395	.3030
		bcdefa	-1.4127(*)	.43905	.038	-2.7790	-.0464
		defabc	-1.4544(*)	.40843	.015	-2.7256	-.1831
		efabcd	-1.0000	.42182	.276	-2.3137	.3137
		fabcde	-1.3651(*)	.42182	.036	-2.6788	-.0514
	defabc	abcdef	.4861	.39458	.967	-.7427	1.7150
		bcdefa	.0417	.42619	1.000	-1.2822	1.3656
		cdefab	1.4544(*)	.40843	.015	.1831	2.7256
		efabcd	.4544	.40843	.986	-.8169	1.7256
		fabcde	.0893	.40843	1.000	-1.1820	1.3605
	efabcd	abcdef	.0317	.40843	1.000	-1.2395	1.3030
		bcdefa	-.4127	.43905	.997	-1.7790	.9536
		cdefab	1.0000	.42182	.276	-.3137	2.3137
		defabc	-.4544	.40843	.986	-1.7256	.8169
		fabcde	-.3651	.42182	.999	-1.6788	.9486
	fabcde	abcdef	.3968	.40843	.996	-.8744	1.6681
		bcdefa	-.0476	.43905	1.000	-1.4139	1.3187
		cdefab	1.3651(*)	.42182	.036	.0514	2.6788
		defabc	-.0893	.40843	1.000	-1.3605	1.1820
		efabcd	.3651	.42182	.999	-.9486	1.6788

Based on observed means.

* The mean difference is significant at the .05 level.

(a=InE, b=KoE, c=BrE, d=HoE, e=AmE, f=TaE)

Table 4.9 *Post hoc* test: Multiple comparisons for order effects on KoE

Gabriel

Dependent Variable	(I) order	(J) order	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
KoE	abcdef	bcdefa	1.5370(*)	.36716	.002	.3965	2.6776
		cdefab	.6429	.35186	.652	-.4523	1.7380
		defabc	.7639	.33993	.348	-.2947	1.8225
		efabcd	.0714	.35186	1.000	-1.0238	1.1666
		fabcde	.2302	.35186	1.000	-.8650	1.3253
	bcdefa	abcdef	-1.5370(*)	.36716	.002	-2.6776	-.3965
		cdefab	-.8942	.37823	.278	-2.0712	.2829
		defabc	-.7731	.36716	.439	-1.9137	.3674
		efabcd	-1.4656(*)	.37823	.006	-2.6427	-.2885
		fabcde	-1.3069(*)	.37823	.020	-2.4839	-.1298
	cdefab	abcdef	-.6429	.35186	.652	-1.7380	.4523
		bcdefa	.8942	.37823	.278	-.2829	2.0712
		defabc	.1210	.35186	1.000	-.9741	1.2162
		efabcd	-.5714	.36340	.829	-1.7032	.5603
		fabcde	-.4127	.36340	.983	-1.5444	.7190
	defabc	abcdef	-.7639	.33993	.348	-1.8225	.2947
		bcdefa	.7731	.36716	.439	-.3674	1.9137
		cdefab	-.1210	.35186	1.000	-1.2162	.9741
		efabcd	-.6925	.35186	.544	-1.7876	.4027
		fabcde	-.5337	.35186	.860	-1.6289	.5614
	efabcd	abcdef	-.0714	.35186	1.000	-1.1666	1.0238
		bcdefa	1.4656(*)	.37823	.006	.2885	2.6427
		cdefab	.5714	.36340	.829	-.5603	1.7032
		defabc	.6925	.35186	.544	-.4027	1.7876
		fabcde	.1587	.36340	1.000	-.9730	1.2905
	fabcde	abcdef	-.2302	.35186	1.000	-1.3253	.8650
		bcdefa	1.3069(*)	.37823	.020	.1298	2.4839
		cdefab	.4127	.36340	.983	-.7190	1.5444
		defabc	.5337	.35186	.860	-.5614	1.6289
		efabcd	-.1587	.36340	1.000	-1.2905	.9730

Based on observed means.

* The mean difference is significant at the .05 level.

(a=InE, b=KoE, c=BrE, d=HoE, e=AmE, f=TaE)

Notwithstanding the order effect, overall mean ratings of BrE and KoE on nine personality traits were not statistically different. In other words, the overall result of personality traits for the six speakers can be reliable. With regard to participants' evaluations of six speakers for the item 'good model of English,' no order effect was found.

To sum up, participants evaluated InE less favorably on the personality traits and as a model of English in the verbal guise test. However, they did not discriminate AmE, BrE, HoE, KoE, and TaE irrespective of whether they were native speakers of English or not. If the data are analyzed in terms of the native (AmE and BrE) and non-native (HoE, InE, KoE, and TaE) speakers, there is no statistical difference between these two groups. These results are quite different from general attitudes of Koreans, i.e. strong preference for American English, reported in the literature (e.g. Choi 2006; Kim 2003; Kwon 2000; Roh 2006). More discussion will be presented in section 5.

4.1.2 Guessing where speakers were from

The participants were asked to guess where the speakers were from, following the evaluation of each speaker in the verbal guise test. In order to examine whether the participants were aware of varieties of English, their guesses of speakers' nationalities were analyzed in percentages. The results are detailed in Table 4.10 below.

Table 4.10 Guesses where the speakers were from (N=43)

Speaker	Guesses (%)					
	the USA	the UK	Hong Kong	India	Korea	Taiwan
AmE	53.5	4.7	16.3	16.3	2.3	7.0
BrE	27.9	41.9	18.6	4.7	0	7.0
HoE	2.3	25.6	32.6	11.6	4.7	23.3
InE	2.3	2.3	2.3	53.5	16.3	23.3
KoE	11.6	7.0	11.6	4.7	55.8	9.3
TaE	4.7	18.6	25.6	4.7	20.9	25.6

(Correct guess for each speaker in **bold**)

In general, the percentages of correct identification of nationalities were not high. The participants identified their own accent, KoE (55.8%), most correctly followed by AmE (53.5%), InE (53.5%), BrE (41.9%), HoE (32.6%), and TaE (25.6%). These results show that participants have difficulty in identifying speakers' accents. Some participants could not distinguish native accents: 27.9% confused BrE with American. There were also confusions between non-native accents: the most unidentifiable accent, TaE, was misidentified as Hong Kongese (25.6%) and Korean (20.9%); InE was wrongly guessed as Taiwanese (23.3%).

If participants' responses are analyzed by the identification of native and non-native accents, correct percentages become much higher. As given in Table 4.11 below, the majority of participants correctly distinguished native and non-native accents. They identified non-native accents more clearly: InE (95.3%) > KoE (81.4%) > TaE (76.7%) > HoE (72.1%). But the percentages of correct identification of native accents were relatively lower: BrE (69.7%) and AmE (58.1%).

In addition, there were participants who could not make a distinction between native and non-native accents: some participants confused AmE with Hong Kongese (16.3%) and Indian (16.3%); BrE was misidentified as Hong Kongese (18.6%); HoE was incorrectly regarded as British (25.6%), etc. It seems that participants were less aware of native and non-native varieties of English.

Table 4.11 Distinguishing native and non-native speakers (N=43)

Speaker	Guesses (%)	
	Native accent	Non-native accent
AmE	58.1	41.9
BrE	69.7	30.2
HoE	27.9	72.1
InE	4.7	95.3
KoE	18.6	81.4
TaE	23.3	76.7

(Correct guess for each speaker in **bold**)

4.2 Part B: Questions with a seven-point Likert scale

4.2.1 Question 1-4: Goal of learning English

Part B of the questionnaire was to analyze participants' language attitudes qualitatively. It was not based on the verbal guises. The first four questions in Part B were concerned with the goal of learning English. Each question was presented as a statement on a seven-point Likert scale. The mean ratings and standard deviations for the four Statements are given in Table 4.12 below.

Table 4.12 Mean ratings for Statements on the goal of learning English (N=43)

Statement	Mean	Std. Deviation
1. English is important to enter a good school and to get a better job.	5.54	1.76
2. It is important to learn English as an international language.	5.56	1.82
3. English is needed to communicate with native speakers of English.	5.07	1.62
4. English is needed to communicate with non-native speakers of English.	4.86	1.71

(score 1=completely disagree, 7=completely agree)

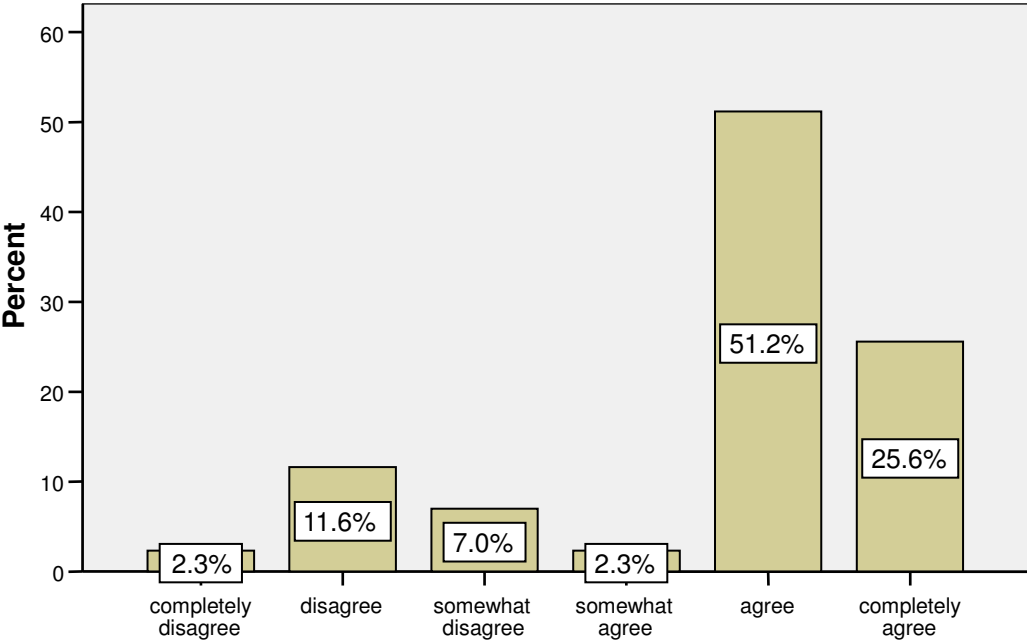
The results generally showed participants' positive perspectives on English language learning. The mean ratings for all four statements were higher than 4.00 which indicate 'neither agree nor disagree' with the statement. Participants regarded English as important to enter a good school and to get a better job ($M=5.54$). This response can be explained in the Korean cultural context: the good command of English is needed to pass examinations to enter university and the workplace.

Furthermore, participants thought it is important to learn English as an international language ($M=5.56$). In other words, they considered English not just one of many foreign languages but an international language for global communication. The similar mean ratings for Statement 3 (5.07) and 4 (4.86) show participants' viewpoint that English is needed to communicate not only with native speakers but also with non-native speakers of English. This unbiased attitude to native and non-native speakers of English was confirmed by a paired-samples *t*-test: there was no significant difference between the mean ratings of Statements 3 and 4 ($t(42) = .80, p = .427$).

It can be meaningful to look at participants' perspectives on the goal of learning English more closely in order to understand their attitudes towards varieties of English. Accordingly, percentages for each Statement were calculated. First, most participants (79.1%) agreed on the importance of English to enter a good school and to get a better job. Not many participants (20.9%) disagreed with this practical purpose of learning English in Korea. More detailed percentages of participants' responses are given in Figure 4.1 below.

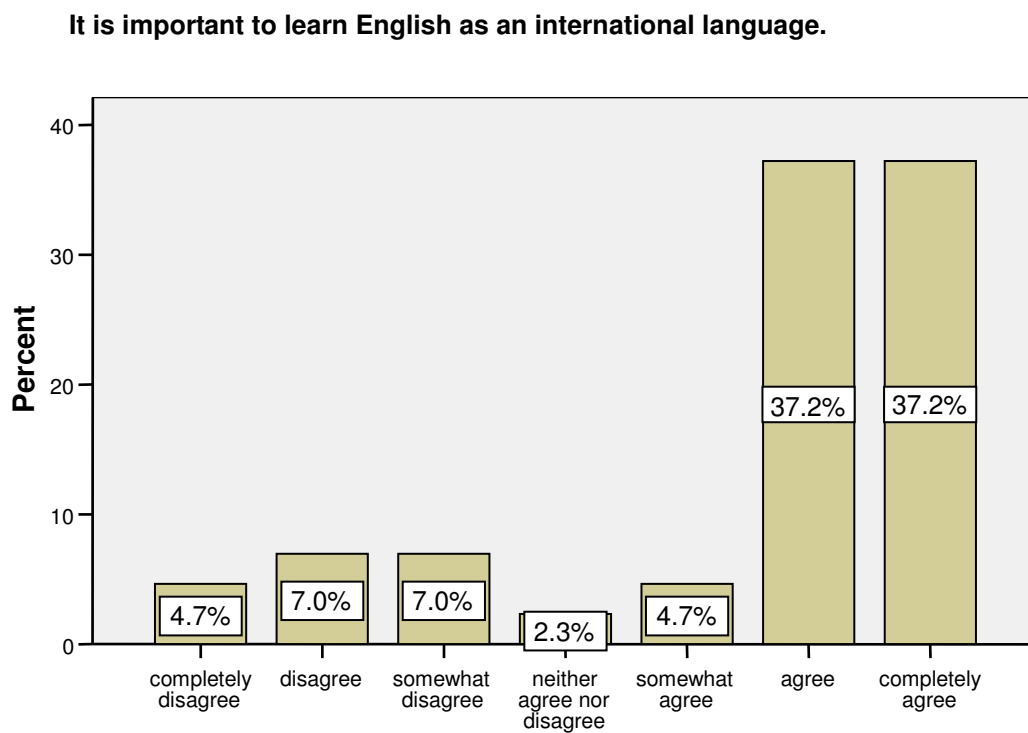
Figure 4.1 Participants' agreement with Statement 1

English is important to enter a good school and to get a better job.



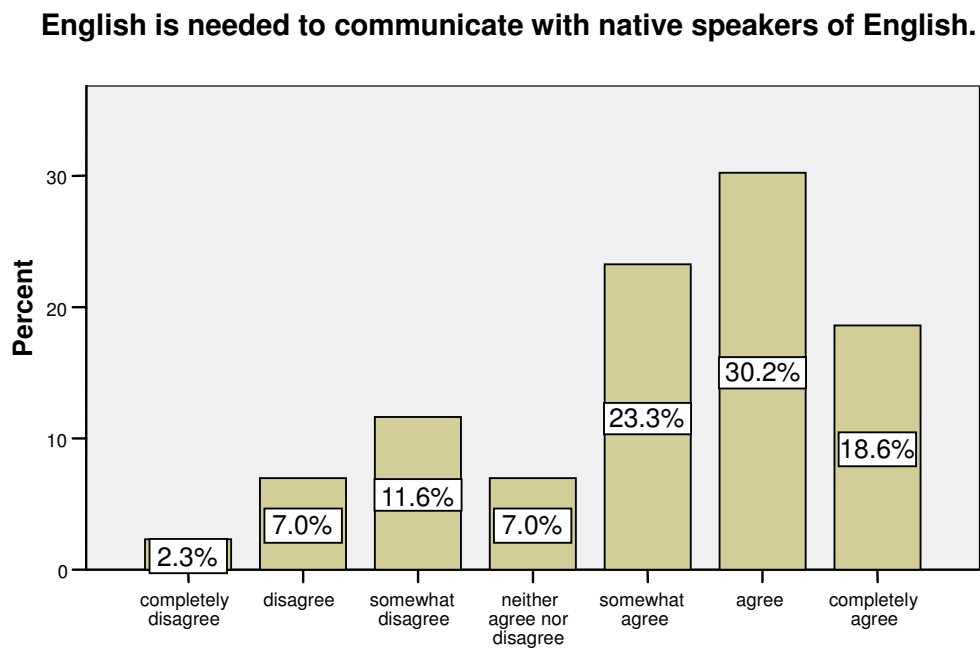
Concerning Statement 2, it is important to find that the majority of participants showed the EIL perspective. Most participants (79.1%) expressed that it is important to learn EIL. There were more participants who strongly agreed (37.2%) or agreed (37.2%) with this point of view, as detailed in Figure 4.2 below. 18.7% disagreed with them.

Figure 4.2 Participants' agreement with Statement 2



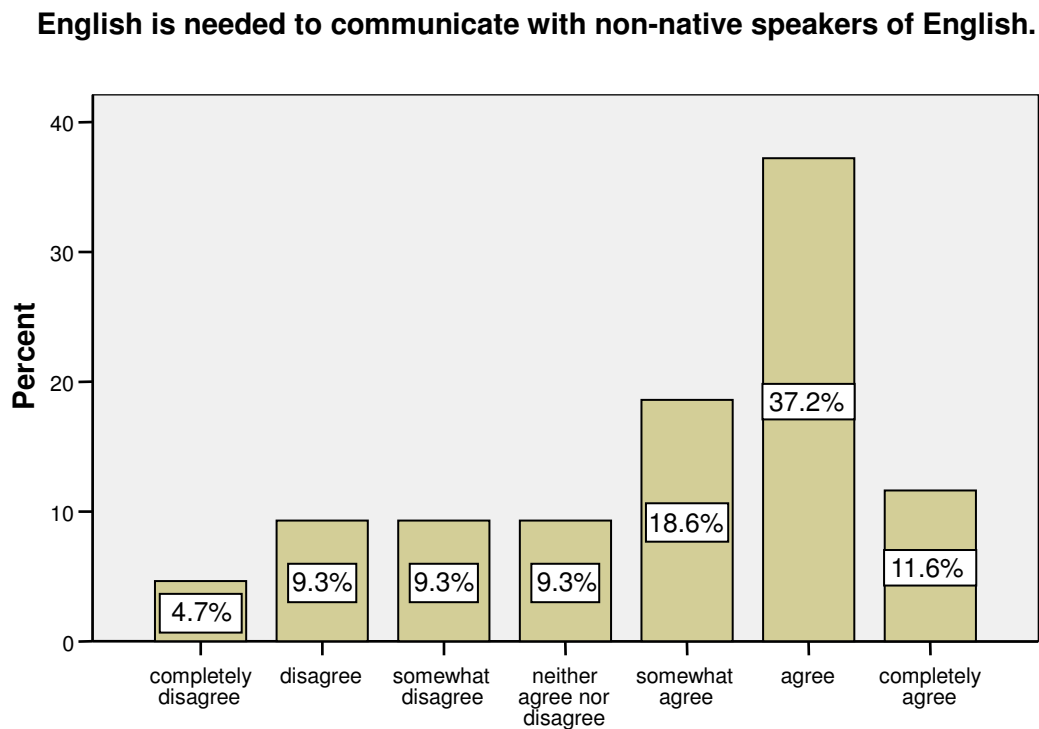
With regard to Statement 3, most participants (72.1%) thought English is needed to communicate with native speakers of English, as shown in Figure 4.3 below. In contrast, 20.9% indicated the opposite opinion. There were slightly more participants (7.0%) who did not express their exact position than those in the result of Statement 1 and 2 above.

Figure 4.3 Participants' agreement with Statement 3



For Statement 4, the majority of participants (67.4%) indicated English is needed to communicate with non-native speakers of English, as presented in Figure 4.4 below. On the other hand, 23.3% disagreed with them. There were also slightly more participants (7.0%) who did not state any agreement or disagreement.

Figure 4.4 Participants' agreement with Statement 4



4.2.2 Question 5-8: Attitudes towards native and non-native models of English

Questions 5 to 8 in Part B of the questionnaire were to investigate participants' attitudes towards the NS and NNS models of English. The questions were presented as statements on a seven-point Likert scale. Statements 5 and 6 were related to the NS model of English. Table 4.13 below shows the mean ratings and standard deviations. Statements 7 and 8 were connected to the NNS model of English. The mean ratings and standard deviations are given in Table 4.14 below.

Table 4.13 Mean ratings for Statements on the NS model of English (N=43)

Statement	Mean	Std. Deviation
5. It is important to have a native-like pronunciation.	3.81	1.893
6. English should be learned from native speakers of English.	4.14	1.922

(score 1=completely disagree, 7=completely agree)

Table 4.14 Mean ratings for Statements on the NNS model of English (N=43)

Statement	Mean	Std. Deviation
7. Korean teachers of English can effectively teach not only grammar but also speaking English.	4.26	1.866
8. I am (or my children are) interested in studying English in Asian countries such as the Philippines, Singapore, and India.	3.81	1.842

(score 1=completely disagree, 7=completely agree)

To examine whether there were statistical differences in participants' attitudes towards the NS and NNS models of English, paired-samples *t*-tests were conducted. The results show that there was no significant difference between the responses to the NS and those to the NNS model of English, as given in Table 4.15 below. In other words, participants did not differentiate the NS and NNS models of English.

Table 4.15 Paired samples *t*-test for Statements on the NS and NNS models of English

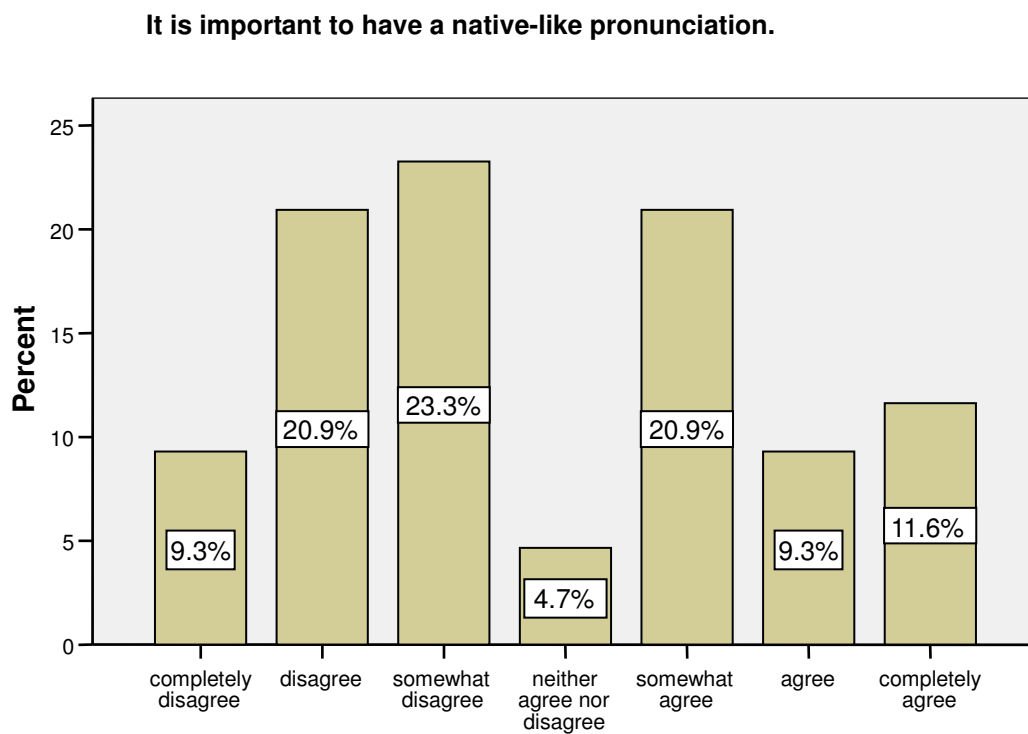
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Statement 5 - Statement 7	-.442	3.224	.492	-1.434	.550	-.899	42	.374
Pair 2	Statement 5 - Statement 8	.000	2.498	.381	-.769	.769	.000	42	1.000
Pair 3	Statement 6 - Statement 7	-.116	3.171	.484	-1.092	.860	-.240	42	.811
Pair 4	Statement 6 - Statement 8	.326	2.860	.436	-.554	1.206	.747	42	.459

This unbiased attitude to the NS and NNS models of English is consistent with the result of the verbal guise test detailed in section 4.1.1. In the verbal guise test, there was no statistical difference in participants' evaluations of native (AmE and BrE) and

non-native (HoE, InE, KoE, and TaE) speakers as the model of English. These results are different from Koreans' general language attitudes reported in the literature, i.e. strong preference for American English. Therefore, it is necessary to examine how participants differently looked at the NS and NNS models of English in terms of their responses to Statements 5 to 8.

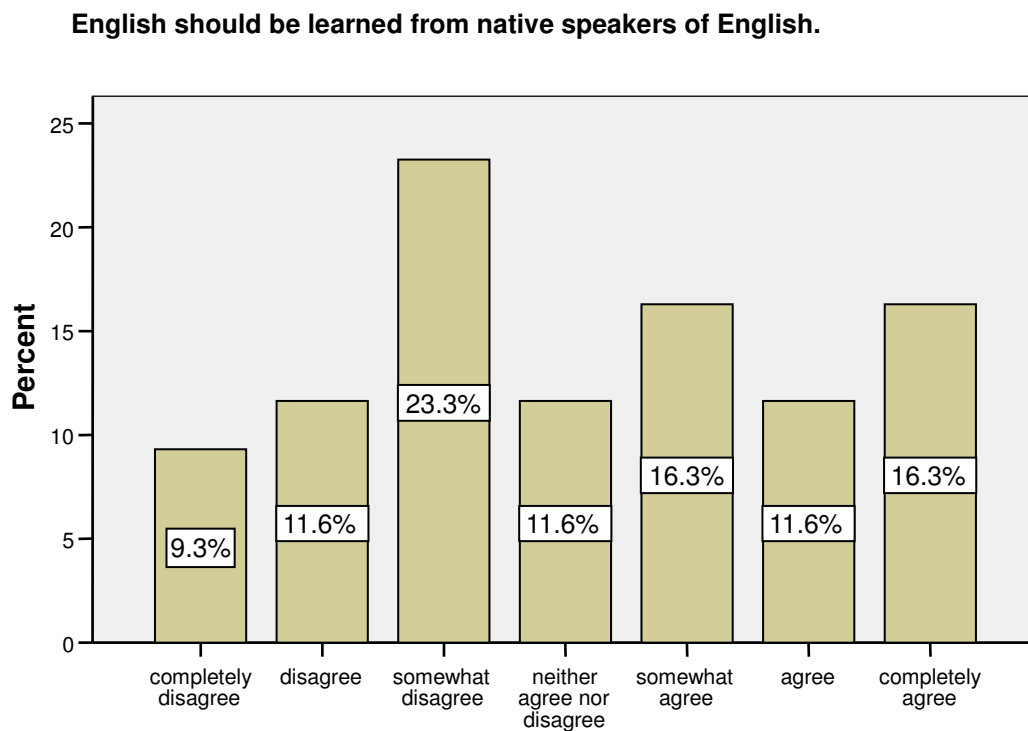
Concerning Statement 5, 41.8% thought it is important to have a native-like pronunciation. However, more participants (53.5%) indicated that a native-like pronunciation is not important for them. Figure 4.5 below shows participants' different perspectives.

Figure 4.5 Participants' agreement with Statement 5



Participants' opinions for Statement 6 (English should be learned from native speakers of English) were divided. The total percentage of agreement and disagreement was 44.2% respectively. 11.6% (neither agree nor disagree) suspended their judgement. This percentage was relatively higher than those for other Statements (Figure 4.6).

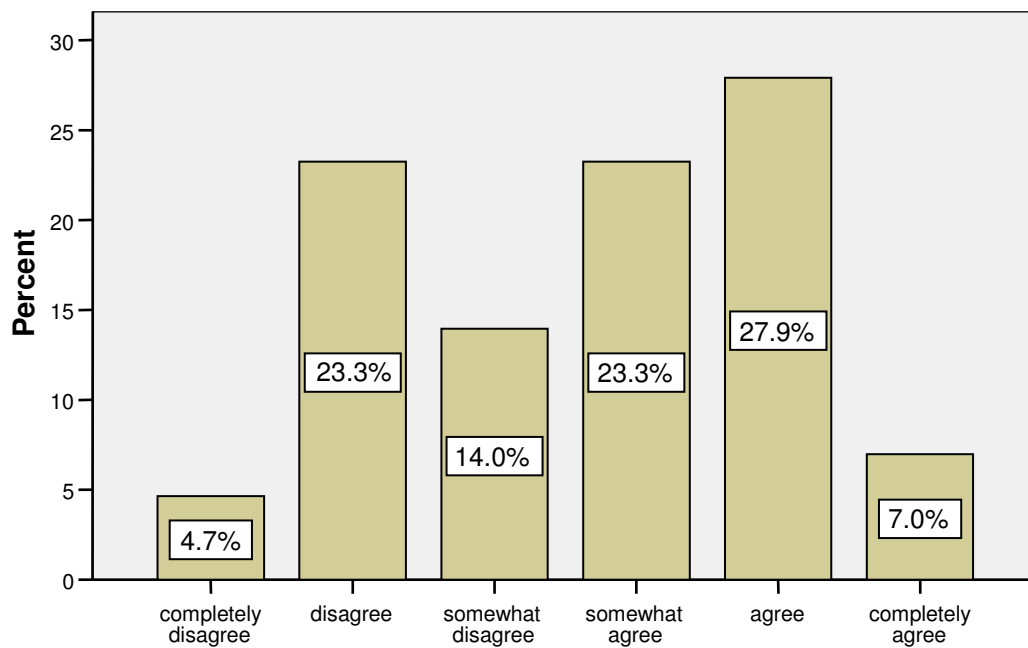
Figure 4.6 Participants' agreement with Statement 6



In relation to Korean teachers of English (Statement 7), participants' attitudes were relatively more positive. 58.2% thought that Korean teachers of English can effectively teach not only grammar but also speaking English. In contrast, 42.0% showed an opposite point of view, as given in Figure 4.7 below.

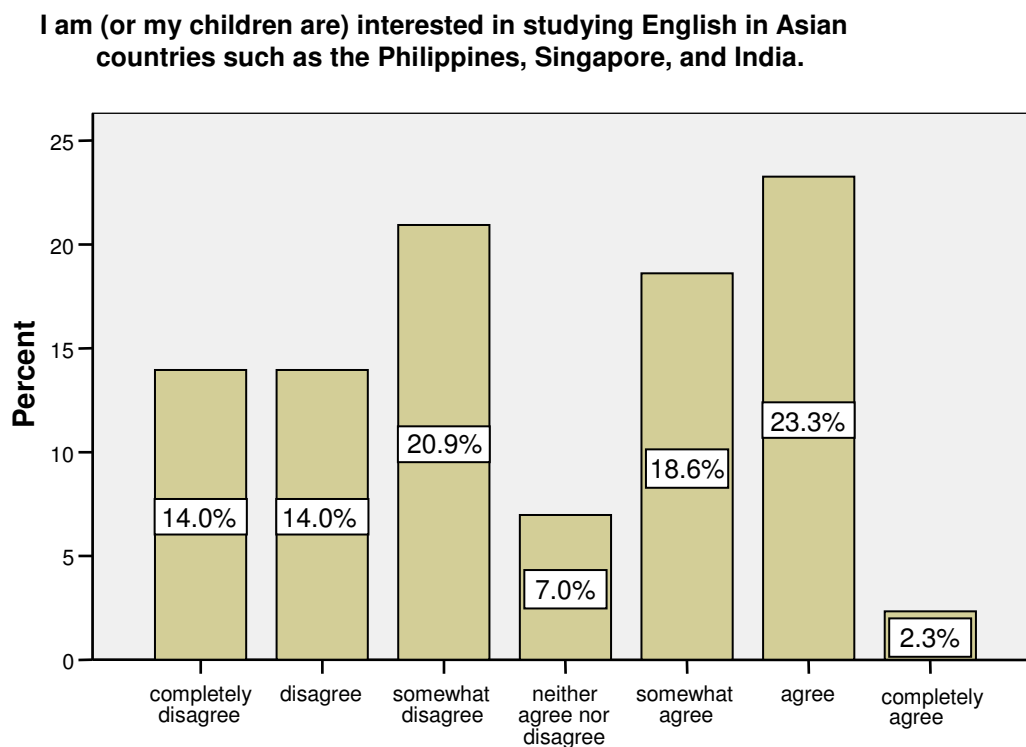
Figure 4.7 Participants' agreement with Statement 7

Korean teachers of English can effectively teach not only grammar but also speaking English.



For statement 8 (I am (or my children are) interested in studying English in Asian countries such as the Philippines, Singapore, and India), 48.9% expressed an opposite opinion. However, not a few participants (44.2%) stated that they have interest in studying English in those countries, as shown in Figure 4.8 below. This positive response can be explained by the recent increase of Koreans learning English in the outer circle countries such as the Philippines, Singapore, Malaysia, etc. (Yang 2006).

Figure 4.8 Participants' agreement with Statement 8



4.3 Part C: Multiple-choice questions

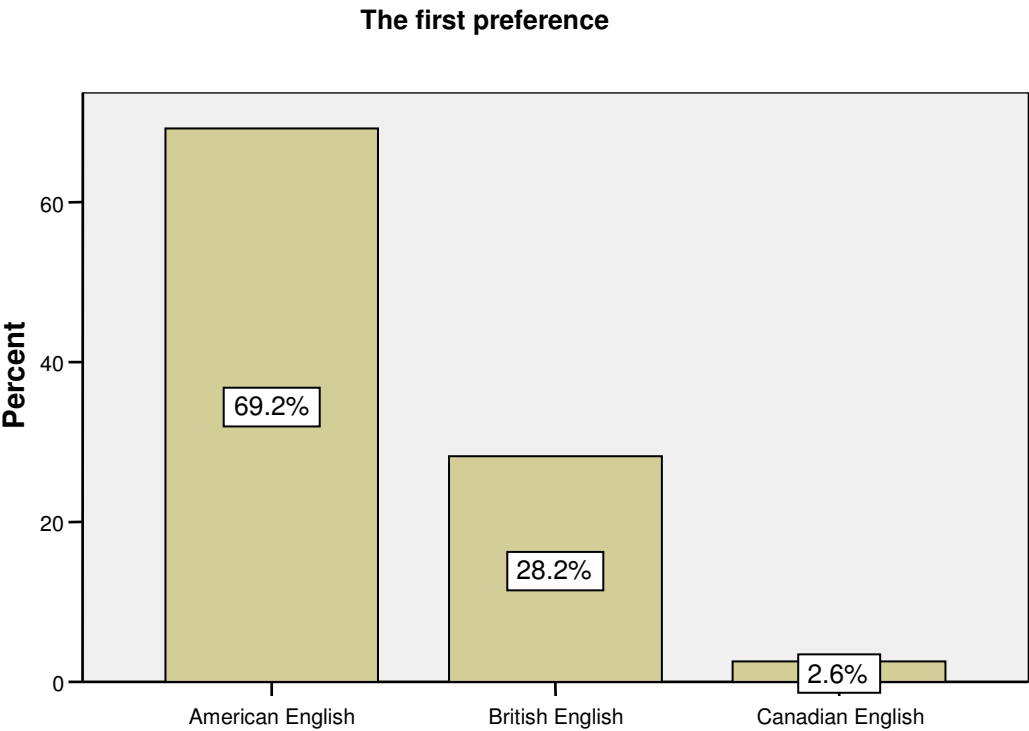
Part C of the questionnaire contained two multiple-choice questions. These questions were not based on the verbal guises. The first question was to ask participants directly which variety of English they want to learn and use. Participants were asked to state three varieties of English in order of preference in a list of twelve options (American English, Australian English, British English, Canadian English, Hong Kong English, Indian English, Korean-accented English, New Zealand English, Philippine English, Singapore English, South African English, No preference). However, four participants

did not indicate the order of preference so their responses were excluded in the data analysis. Therefore, the total number of participants for this question was 39.

As their first preference (Figure 4.9), participants wanted to learn and use American English (69.2%) the most favorably, followed by British English (28.2%), and Canadian English (2.6%). They stated only three varieties of the inner circle as their first preference. Interestingly, their preference for American English and then British English was similar to those of previous studies. According to Yook's (2005) study, Korean university students thought Koreans should learn American English (70%) and British English (27%). In Gibb's (1999) study, Korean professionals responded that they want to learn American English (55.9%) and British English (20.6%).

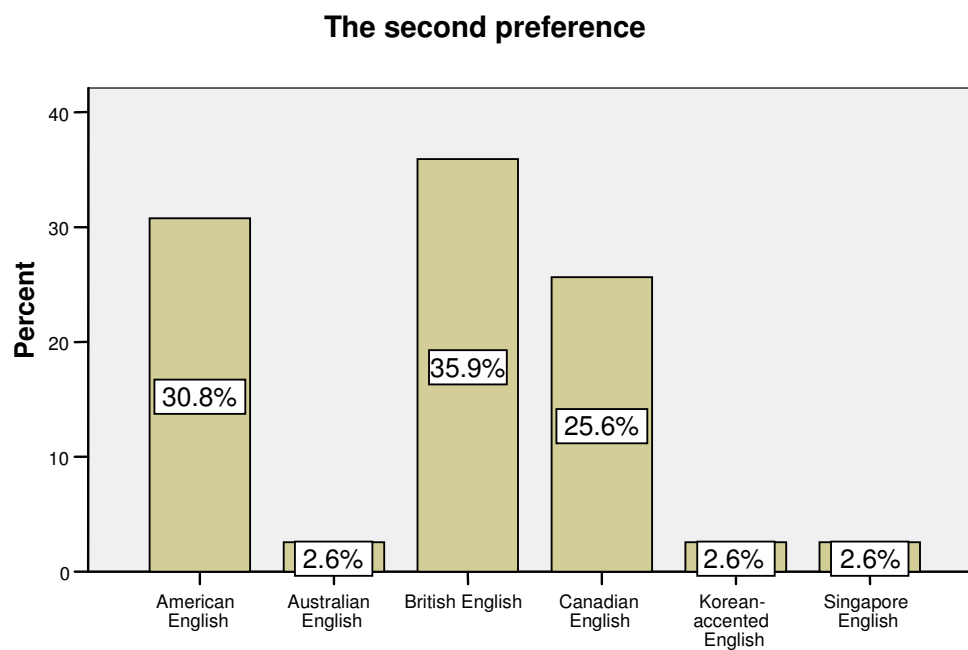
This preference for American English was confirmed by the second question, 'To which country do you think Korea is most connected?' All participants selected the USA. Participants seem to think that they want to learn and use American English because Korea is most connected to the USA socio-economically and culturally, as described in section 2.1.

Figure 4.9 Participants' first preference for a variety of English



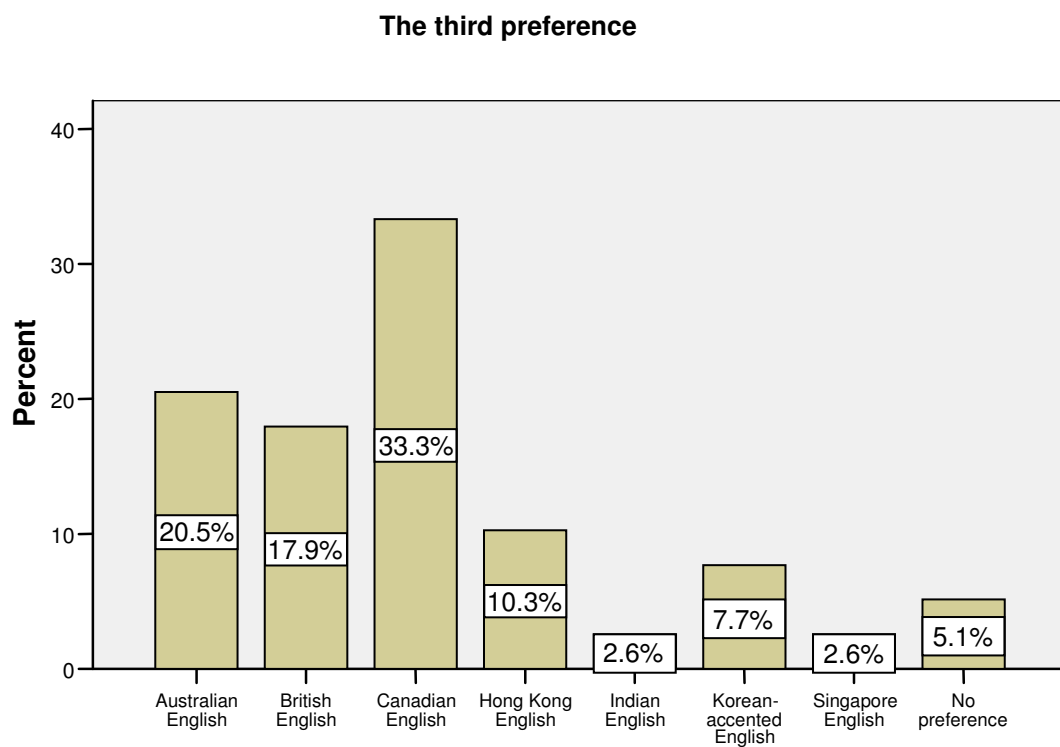
Nonetheless, participants did not disregard British English. Even though British English was ranked second for the first preference, it was most preferred as the second choice. The result showed that participants selected British English (35.9%), American English (30.8%), Canadian English (25.6%), etc. for the second preference (Figure 4.10).

Figure 4.10 Participants' second preference for a variety of English



Participants stated more varieties of English as the third preference (Figure 4.11). Canadian English (33.3%) was selected first, followed by Australian English (20.5%). Interestingly, Hong Kong English (10.3%) was ranked fourth. 7.7% selected Korean-accented English as the fifth preference. There were participants who selected Indian English (2.6%) and Singapore English (2.6%) even though the percentages were very low.

Figure 4.11 Participants' third preference for a variety of English



5. Discussion¹⁵

5.1. Research question 1: Do Korean adults prefer certain varieties of English?

To find an answer to research question 1 (Do Korean adults prefer certain varieties of English?), participants were asked to respond to questions in Parts A, B, and C of the questionnaire. Part A was constructed to examine participants' perceptions of varieties/models of English indirectly by using the verbal guises. Parts B and C were to ask participants directly how they look at varieties/models of English by using the qualitative questionnaire. The overall results indicate that Korean adults' language attitudes in the present study reflect the EIL perspective on varieties/models of English. That is to say, Korean adults in this study regarded English as an international language and did not discriminate native and non-native varieties/models of English. This result was confirmed by their responses to both the indirect (Part A) and direct (Part B) questions in the questionnaire.

In Part B of the questionnaire, the majority of participants (79.1%) indicated that it is important to learn EIL in order to communicate not only with native speakers (72.1%) but also with non-native speakers (67.4%). There was no statistical difference between each response to the necessity of communication with native and non-native speakers of English. The EIL perspective was also reflected in their perceptions of six accents of English (AmE, BrE, HoE, InE, KoE, and TaE) in the verbal guise test (Part A). The participants did not differentiate five accents (AmE, BrE, HoE, KoE, and TaE) in relation to the personality traits. The exception was InE which was evaluated less favorably. However, if the data are analyzed in terms of the native (AmE and BrE) and non-native (HoE, InE, KoE, and TaE) accents, there is no difference. These results were confirmed by the statistical analyses.

Concerning a model of English, participants' evaluations of six accents in the verbal guise test were the same as those of the personality traits above. There was no

¹⁵ The important results described in section 4 will be reiterated with discussion.

difference in the evaluation of five accents (AmE, BrE, HoE, KoE, and TaE) as a model except InE. The evaluations of the native (AmE and BrE) and non-native (HoE, InE, KoE, and TaE) accents as models were not statistically different. This unbiased attitude was confirmed by the result of Part B that presents no statistical difference in participants' responses to the statements associated with the NS and NNS models of English. It is important to find that participants showed positive attitudes to the non-native accents as models. Jenkins (2000: 226) argues that "the optimum pronunciation models for EIL are those of ('NNS') fluent bilingual speakers of English. These are both more realistic and more appropriate than L1 models and yet sacrifice nothing in intelligibility." Baumgardner (2002: 670) also states that "the goal of second language acquisition in world Englishes classrooms can be the speech of a proficient user of English in the Outer or Expanding Circle just as well as one in the Inner Circle." In this sense, participants appear to regard the proficient speakers of English with native or non-native accents in this study as equally good models of English.

The seemingly contrasting result of Part C in the questionnaire, i.e. 69.2% of participants stated they want to learn and use American English, can be understood not as a norm but as a model. Dalton and Seidlhofer (1994, cited in Jenkins 1998: 124) explain that "if we treat RP and/or General American as a norm, we connect them strongly with ideas of correctness. The norm is invariable and has to be imitated independently of any considerations of language use. The aim, however unrealistic, is 100 per cent attainment of the norm, which is regarded as an end in itself." However, "if we treat RP and/or General American as a model, we use them as points of reference and models for guidance. We decide to approximate to them more or less according to the demands of a specific situation." In other words, participants in this study can consider American English as a model for guidance but they have independence of regulating the extent to which they follow it in their contexts of English. Kachru (1992a: 67) also mentions that "acceptance of a model depends on its users." Jenkins (1998: 124) argues for raising awareness of "the difference between a model and a norm" in the EIL context. The participants' unbiased attitudes to the NNS model in Part A and B of the questionnaire, and preference for American English as a model in Part C can be explained by Kachru's (1992a: 66) "polymodel approach." Berns (2006: 726) states that this approach "provides a means of addressing the question of "which model?" from a perspective that does not regard the concept of

model as absolute and which provides a basis for consideration of the diversity of the social and cultural context as fundamental to any informed and realistic choice of model for learners.”

To sum up, Korean adults in this study looked at English as an international language and did not discriminate native and non-native varieties/models of English. Their preference for American English seems to “use a native model as a point of reference” “instead of treating a native norm as the goal for production” (Jenkins 1998: 124). It would be interesting to further investigate how Koreans consider a model and a norm differently in the EIL context.

5.2 Research question 2: Do Korean adults at least accept non-native varieties of English?

An answer to research question 2 (Do Korean adults at least accept non-native varieties of English?) is connected to the discussion above. Korean adults in the present study did not differentiate native and non-native varieties of English. The result was confirmed by both the verbal guise test and the qualitative questionnaire, as discussed above.

In addition, not a few participants (44.2%) were interested in studying English in the outer circle countries such as the Philippines, Singapore, and India, while slightly more participants (48.9%) showed an opposite opinion. The participants’ positive attitudes to those countries reflect the present social phenomenon in Korea, i.e. the increase of Koreans going to the outer circle countries to learn English (Yang 2006). Interestingly, some participants (10.3%) expressed they want to learn and use Hong Kong English. There were participants who preferred Korean-accented English (7.7%), Singapore English (2.6%), and Indian English (2.6%) although the percentages were negligible. Furthermore, the majority of participants showed a favorable attitude to Korean teachers of English. 58.2% stated that Korean teachers of English can effectively teach not only grammar but also speaking English, whereas 42.0% disagreed with them. No (2006) emphasizes merits of Korean bilingual

teachers of English such as sharing the same culture and language with students, and previous experiences of English language learning as an L2 learner.

In short, the results indicate that Korean adults in this study at least accept non-native varieties of English and some of them have interest in non-native varieties/models of English.

5.3 Research question 3: Are Korean adults aware of different varieties of English?

Concerning research question 3 (Are Korean adults aware of different varieties of English?), the participants guessed where the six speakers (AmE, BrE, HoE, InE, KoE, and TaE) were from in the verbal guise test, as described in section 4.1.2. The results indicate that Korean adults in this study have difficulty in distinguishing varieties of English. The majority of participants correctly identified five speakers' nationalities: KoE (55.8%), AmE (53.5%), InE (53.5%), and BrE (41.9%), and HoE (32.6%). Their guesses for the nationality of TaE were exactly divided between Taiwan (25.6%) and Hong Kong (25.6%). These correct identifications may be "better than chance" (Preston 2002: 42) or worse than chance.

The main difficulty seems to be to discern differences in native varieties: 27.9% of participants could not distinguish BrE from American. In addition, some participants could not differentiate non-native varieties: TaE speaker was misidentified to be from Hong Kong (25.6%) and Korea (20.9%); 23.3% confused InE with Taiwanese, etc. If the data are analyzed in terms of the identification of native and non-native varieties, the correct percentages become much higher. As non-native speakers of English, participants correctly identified InE (95.3%), KoE (81.4%), TaE (76.7%), and HoE (72.1%) as non-native varieties. Nonetheless, the percentages of identifying native varieties were relatively lower: BrE (69.7%) and AmE (58.1%). Besides, some participants felt difficulty differentiating even native and non-native varieties: AmE was considered to be from Hong Kong (16.3%) and India (16.3%); BrE was thought to be from Hong Kong (18.6%); HoE was misidentified as British (25.6%), etc.

Participants selected the speakers' nationalities in the list of six options. The options were presented on the assumption that they may not be well aware of varieties of English. So participants can have more difficulty identifying varieties of English if they are given more options or no option.

Although participants showed the EIL perspective and did not discriminate the native and non-native varieties of English, they had problems in identifying different varieties of English. This result implies that English language teaching (ELT) in Korea should emphasize awareness of varieties of English, as many academics (e.g. Gibb 1999; Han 2005; Kang 2004; Kim 2003; Shim 2002) insist. This awareness can lead to the development of learners' communicative competence, in particular "sociolinguistic competence"¹⁶ (Bachman 1990: 94), that is sensitive to different varieties of English and "contexts in which they will use English" (Berns 2006: 726).

¹⁶ Bachman (1990: 94-98) explains "sociolinguistic competence" as one of communicative language abilities, which is "sensitivity to differences in dialect or variety, to differences in register and to naturalness, and the ability to interpret cultural references and figures of speech."

6. Conclusion

This study started with an attempt to find out whether Koreans' attitudes towards native and non-native varieties of English have been changing in the era of EIL, by conducting both the verbal guise test and the qualitative questionnaire on 43 Korean adults. For the verbal guise test, six varieties of English based on Kachru's (1985, 1992b) circles of English use were employed: American and British English in the inner circle, Hong Kong and Indian English in the outer circle, and Korean and Taiwanese-accented English in the expanding circle.

In conclusion, Korean adults in this study showed changed attitudes towards varieties of English. They regarded English as an international language to communicate not only with native speakers but also with non-native speakers of English and did not discriminate native and non-native varieties/models of English. Their positive attitudes to non-native varieties/models of English reflect a social phenomenon in Korea, i.e. the increase of Koreans going to the outer circle for learning English (Yang 2006). On the basis of these findings, their preference for American English as a model appears to "use a native model as a point of reference" "instead of treating a native norm as the goal for production" (Jenkins 1998: 124). These attitudes are quite different from those of Koreans who cling to the native speaker norm, in particular some Korean parents who made their children have tongue surgery¹⁷ to enable them to achieve native-like pronunciation. In spite of a desire to learn EIL, Korean adults in the present study were not well aware of varieties of English. This finding provides implications for English language teaching in Korea, that is, it should focus on raising learners' awareness of varieties of English in order that they can command EIL without difficulty.

This study suggests it is urgent to conduct further studies comprehensively in order to investigate Koreans' changed attitudes towards native and non-native varieties of English. The main reason is that changes in Koreans' language attitudes and their

¹⁷ *The Korea Herald* (16 April 2002) at http://news.naver.com/news/read.php?mode=LSD&office_id=044&article_id=0000029305§ion_id=108&menu_id=108 [Accessed 14 August 2007].

needs as L2 learners should be reflected in English language teaching which has emphasized EFL rather than EIL. This study is needed to be extended to confirm Koreans' changed attitudes towards native and non-native varieties of English. Starks and Paltridge (1996: 219) suggest investigating "apparent time changes" of the language attitudes of non-native speakers in order to look at whether their language attitudes differ according to their age, sex and so on. This sociolinguistic study can be useful to examine how Koreans' attitudes to varieties of English are different. The present study can also be replicated by using another sample of Korean adults and university students so as to compare their attitudes with those of the present adults and university students in the previous studies. Moreover, it is necessary to further investigate how Koreans perceive a model and a norm differently in the EIL context.

In spite of important findings, this study has limitations. First, the results by a small number of participants cannot be generalized as representative of language attitudes of Koreans. Second, there were order effects on participants' evaluations of British and Korean-accented English in the verbal guise test even though their overall mean ratings were not statistically different. Interestingly, their mean ratings were relatively lower when their voices were given first in the order of six speakers. A practice voice may be needed to avoid this unexpected effect although even practice voice can affect participants' evaluations. Third, it cannot be denied that "an individual's voice characteristics have their own personality-cue value" (Webster & Kramer 1968: 239) regardless of efforts to control variables except the accent in the verbal guise test. Therefore, it is recommendable to use both a verbal guise test and other methods such as a qualitative questionnaire to avoid biased results.

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Appendix

Questionnaire

(설문지)

This questionnaire is for my MSc dissertation. All data will be treated anonymously.
Thank you for your time and cooperation. (이 설문지는 석사 논문 작성을 위한 것입니다.
모든 자료는 익명 처리됩니다. 시간을 내어 응답해 주셔서 감사합니다.)

Part A

Listen to the recording and circle the number that indicates your impression of the speaker. (녹음된 화자의 목소리를 듣고 받은 느낌에 해당하는 숫자에 ○표해 주세요.)

Speaker 1:

Intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)
not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)
good model of English (영어 모델로 삼기 좋은)	1 2 3 4 5 6 7	bad model of English (영어 모델로 삼기 안 좋은)

* **Guess the home country of the speaker. Choose one:**

(화자는 어느 나라 사람인 것 같습니까? **하나**만 고르세요.)

Hong Kong (홍콩) ()	India (인도) ()	Korea (한국) ()
Taiwan (대만) ()	the UK (영국) ()	the USA (미국) ()

Speaker 2:

Intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)
not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)
good model of English (영어 모델로 삼기 좋은)	1 2 3 4 5 6 7	bad model of English (영어 모델로 삼기 안 좋은)

*** Guess the home country of the speaker. Choose one:**

(화자는 어느 나라 사람인 것 같습니까? **하나**만 고르세요.)

Hong Kong (홍콩) ()	India (인도) ()	Korea (한국) ()
Taiwan (대만) ()	the UK (영국) ()	the USA (미국) ()

Speaker 3:

Intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)

not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)
good model of English (영어 모델로 삼기 좋은)	1 2 3 4 5 6 7	bad model of English (영어 모델로 삼기 안 좋은)

*** Guess the home country of the speaker. Choose one:**
(화자는 어느 나라 사람인 것 같습니까? **하나**만 고르세요.)

Hong Kong (홍콩) ()	India (인도) ()	Korea (한국) ()
Taiwan (대만) ()	the UK (영국) ()	the USA (미국) ()

Speaker 4:

Intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)
not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)
good model of English (영어 모델로 삼기 좋은)	1 2 3 4 5 6 7	bad model of English (영어 모델로 삼기 안 좋은)

*** Guess the home country of the speaker. Choose one:**
(화자는 어느 나라 사람인 것 같습니까? **하나**만 고르세요.)

Hong Kong (홍콩) ()	India (인도) ()	Korea (한국) ()
Taiwan (대만) ()	the UK (영국) ()	the USA (미국) ()

Speaker 5:

Intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
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pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)
not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)
good model of English (영어 모델로 삼기 좋은)	1 2 3 4 5 6 7	bad model of English (영어 모델로 삼기 안 좋은)

*** Guess the home country of the speaker. Choose one:**

(화자는 어느 나라 사람인 것 같습니까? **하나**만 고르세요.)

Hong Kong (홍콩) () India (인도) () Korea (한국) ()
Taiwan (대만) () the UK (영국) () the USA (미국) ()

Speaker 6:

Intelligent (지적인)	1 2 3 4 5 6 7	not intelligent (지적이지 않은)
pleasant (유쾌한)	1 2 3 4 5 6 7	not pleasant (유쾌하지 않은)
not confident (자신감 없는)	1 2 3 4 5 6 7	confident (자신감 있는)
fluent (유창한)	1 2 3 4 5 6 7	not fluent (유창하지 않은)
gentle (부드러운)	1 2 3 4 5 6 7	not gentle (부드럽지 않은)
not familiar (낯선)	1 2 3 4 5 6 7	familiar (낯익은)
not clear (명확하지 않은)	1 2 3 4 5 6 7	clear (명확한)
friendly (친근한)	1 2 3 4 5 6 7	not friendly (친근하지 않은)
not trustworthy (신뢰할 수 없는)	1 2 3 4 5 6 7	trustworthy (신뢰할 수 있는)
good model of English (영어 모델로 삼기 좋은)	1 2 3 4 5 6 7	bad model of English (영어 모델로 삼기 안 좋은)

*** Guess the home country of the speaker. Choose one:**

(화자는 어느 나라 사람인 것 같습니까? **하나**만 고르세요.)

Hong Kong (홍콩) ()

India (인도) ()

Korea (한국) ()

Taiwan (대만) ()

the UK (영국) ()

the USA (미국) ()

Part B

Circle the number to indicate how much you agree or disagree with each statement. (각 진술에 대해 얼마나 찬성/반대하는지 해당하는 숫자에 ○표해 주세요.)

Example: 1=total disagreement, 7=total agreement

(예: 1=절대 반대, 7=절대 찬성.)

1. English is important to enter a good school and to get a better job. 1 2 3 4 5 6 7

(좋은 학교, 더 나은 직장에 들어가기 위해 영어는 중요하다.)

2. It is important to learn English as an international language. 1 2 3 4 5 6 7

(세계어로서 영어를 배우는 것이 중요하다.)

3. English is needed to communicate with native speakers of English.

(영어는 원어민과 의사소통하기 위해 필요하다.)

1 2 3 4 5 6 7

4. English is needed to communicate with non-native speakers of English.

(영어는 비원어민과 의사소통하기 위해 필요하다.)

1 2 3 4 5 6 7

5. It is important to have a native-like pronunciation.

(원어민과 같은 발음을 구사하는 것이 중요하다.)

1 2 3 4 5 6 7

6. English should be learned from native speakers of English.

(영어는 원어민으로부터 배워야 한다.)

1 2 3 4 5 6 7

7. Korean teachers of English can effectively teach not only grammar but also speaking English.

(한국인 영어 교사는 영어 문법뿐만 아니라 말하기도 잘 가르칠 수 있다.)

1 2 3 4 5 6 7

8. I am (or my children are) interested in studying English in Asian countries such as the Philippines, Singapore, and India.

(나는 (혹은 내 아이는) 필리핀, 싱가포르, 인도와 같은 아시아 국가에서 영어를 배우는데 관심이 있다.)

1 2 3 4 5 6 7

Part C

1. Which variety of English do you want to learn and use? Choose three and rank them in order of preference. Example: 1=most preferred. (어떤 종류의 영어를 배워서 구사하고 싶나요? 세 개를 골라 선호하는 순서를 적어주세요. 예: 1=가장 선호.)

- American English (미국 영어) ()
Australian English (호주 영어) ()
British English (영국 영어) ()
Canadian English (캐나다 영어) ()
Hong Kong English (홍콩 영어) ()
Indian English (인도 영어) ()
Korean English (한국 영어) ()
New Zealand English (뉴질랜드 영어) ()
Philippine English (필리핀 영어) ()
Singapore English (싱가포르 영어) ()
South African English (남아공 영어) ()
No preference (선호하는 영어 없음) ()

2. To which country do you think Korea is most connected? Choose one. (한국은 다음 중 어느 나라와 가장 관계가 깊다고 생각합니까. 하나만 고르세요.)

- | | |
|---|---------------------------|
| Australia (호주) () | Canada (캐나다) () |
| India (인도) () | New Zealand (뉴질랜드) () |
| Singapore (싱가포르) () | the Philippines (필리핀) () |
| the UK (영국) () | the USA (미국) () |
| Other, which? (예문에 해당하는 나라가 없다면 직접 써주세요.) () | |

3. Have you ever been to English-speaking countries for studying and traveling? (공부나 여행을 목적으로 영어를 사용하는 나라를 방문한 적이 있습니까?)

- 3a. studying: the name of country / the length of stay (/)
(공부: 나라 이름/체류 기간)
3b. traveling: the name of country / the length of stay (/)
(여행: 나라 이름/체류 기간)

4. Have you had any experience in speaking English with foreigners? If so, write where they were from? (외국인과 영어로 말해본 경험이 있습니까? 만약 있다면 어느 나라 사람들이었는지 있는대로 적어주세요.)

()

5. Background information (응답자)

- 5a. sex (성별): male (남자) () / female (여자) ()
5b. age (나이): 만 ()
5c. the length of learning English including attending private institutes: () years
(사설 교육기관을 포함해서 영어 교육을 받은 기간)

5d. English proficiency (자신의 영어 능력)

beginning (초급) () intermediate (중급) () advanced (고급) ()

THANK YOU VERY MUCH!